

## Response to Intervention (RtI) Needs Checklist

**Instructions:** This document is designed to assist school-based educational staff in the self-evaluation of their current level of RtI implementation. The following interpretive scale is used to indicate ratings in each area.

**Quality Scale:**

- 1 = Objective Not Met/No Evidence At All
- 2 = Objective Not Met/But Some Evidence is Present
- 3 = Object Met with Minimal Supporting Evidence
- 4 = Objective Met with Minor Imperfections/Absent Details
- 5 = Objective Clearly Met with Comprehensive and High Quality Detail

Expectation	Rating	Evidence/Comments
<b>STRAND 1: MEASUREMENT</b>		
1. Is there evidence of a database for making <i>general education</i> decisions about the growth and development of ALL students' basic skills?	1 2 3 4 5	
2. Are data <i>collected frequently</i> (i.e., 2 or more time a year) in order to show growth and development?	1 2 3 4 5	
3. Is there evidence that the database is <i>reliable and valid</i> ?	1 2 3 4 5	
4. Is the data collection process efficient and inexpensive relative to materials?	1 2 3 4 5	
5. Is the information collected from the database provided to teachers in an easy-to-read format with both quantitative and qualitative information?	1 2 3 4 5	
6. Is the database used to identify at-risk students at the beginning of the school year?	1 2 3 4 5	
7. Is there a standard graph that can be used to show the risk status of individual students? (e.g., box plot)	1 2 3 4 5	
8. Are the data used to help in instructional planning?	1 2 3 4 5	
9. Is there a standard graph that can be used to show the growth and rate of progress of students?	1 2 3 4 5	
10. Are these data shared with parents?	1 2 3 4 5	
11. Does your school administrator use these data to help teachers meet the needs of students (e.g., staff development, change curriculum)?	1 2 3 4 5	

Expectation	Rating	Evidence/Comments
<b>STRAND 2: CURRICULUM AND INSTRUCTION</b>		
<i>AREA 1: Curriculum</i>		
1. Does the district use a standardized, research-based framework for evaluating curriculum?	1 2 3 4 5	
2. Does the district use a systematic process to support research-based instructional techniques and interventions?	1 2 3 4 5	
3. Does the district have a system to evaluate the fidelity of core curriculum implementation?	1 2 3 4 5	
4. Does the district have a system to evaluate effectiveness of core (Tier I), supplement (Tier II), and intensive (Tier III) programs?	1 2 3 4 5	
<b>STRAND 2: CURRICULUM AND INSTRUCTION</b>		
<i>AREA 2: Instruction</i>		
1. Do teachers understand the five components of reading and how they interrelate?	1 2 3 4 5	
2. Do teachers understand research-based principles for effective instruction in the area of comprehension instruction?	1 2 3 4 5	
3. Do teachers understand research-based principles for effective instruction in the area of vocabulary development?	1 2 3 4 5	
4. Do teachers understand research-based principles for effective instruction in the area of phonics?	1 2 3 4 5	
5. Do teachers understand research-based principles for effective instruction in the area of fluency?	1 2 3 4 5	
6. Do teachers understand research-based principles for effective instruction in the area of phonemic awareness?	1 2 3 4 5	
7. Does the district have a coaching process in place to determine the extent to which teachers demonstrate effective instructional practices in the five dimensions of reading?	1 2 3 4 5	
8. Do teachers regularly use progress-monitoring data to inform their instructional practices and differentiate instruction?	1 2 3 4 5	

<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
9. Do grade-level teachers meet at least monthly to review student progress, make decisions about resources and interventions?	1 2 3 4 5	
10. Are instructional groups formed based on student need using flexible grouping options?	1 2 3 4 5	
11. Does each grade-level (elementary school) agree to a common daily block dedicated to reading instruction?	1 2 3 4 5	
12. Is at least 90 minutes a day allotted for reading instruction?	1 2 3 4 5	
13. Do teachers and administrators consider access to curriculum issues (e.g., absenteeism, tardiness) for struggling students?	1 2 3 4 5	
14. For students reading somewhat below grade level, does the district have a plan for supplemental instruction to raise students to grade level within the year?	1 2 3 4 5	
15. Does the school allow for flexible reading scheduling to stagger reading instruction for students who need more time?	1 2 3 4 5	
16. Do reading coaches and/or other support staff meet with teachers with students who do not respond to the general curriculum?	1 2 3 4 5	
17. Is the extra instructional time provided to struggling students targeted to specific reading skills deficits?	1 2 3 4 5	
18. For students reading significantly below grade level, does the district have a plan to accelerate learning to grade level in two years?	1 2 3 4 5	
19. Do problem-solving teams meet for students who are reading significantly below reading level?	1 2 3 4 5	
20. Does the school allow for retention in curriculum for students struggling in specific areas?	1 2 3 4 5	

Expectation	Rating	Evidence/Comments
<b>STRAND 3: Problem Solving Teams</b> <i>AREA 1: Team Characteristics</i>		
1. Is there a building team designed to help general education teachers and parents solve student problems?	1 2 3 4 5	
2. Is the Problem-Solving team seen as a general education rather than a special education process?	1 2 3 4 5	
3. Does the team have balanced representation of grade level, general and special education staff?	1 2 3 4 5	
4. Is an administrator a team member?	1 2 3 4 5	
5. Are there multiple problem-solving teams when the size of the school outstrips the workload of one team?	1 2 3 4 5	
6. Is there a regularly scheduled meeting time and place?	1 2 3 4 5	
7. Does the team have an agreed upon mission statement?	1 2 3 4 5	
8. Does the team have a manual of procedures, forms, and resources?	1 2 3 4 5	
9. Does the team have forms used at the meeting to lead the team through the problem-solving process?	1 2 3 4 5	
10. Are there flexible roles assigned to team members (e.g., timekeeper, facilitator, recorder, case manager).	1 2 3 4 5	
11. Does the team use effective communication (e.g., open-ended questioning, reflective listening)?	1 2 3 4 5	
12. Is there a process for notifying parents and obtaining consent for problem-solving?	1 2 3 4 5	
13. Are parents provided a description of assurances of what general education problem-solving will provide (e.g., timelines, data to be collected, decision-making rules).	1 2 3 4 5	
14. Are there standard procedures (i.e., RIOT procedures) that are used to collect problem-solving data?	1 2 3 4 5	
15. Is there a system for teachers to access the team	1 2 3 4 5	
16. Does the team maintain records on students served through the team?	1 2 3 4 5	
17. Are data regularly collected on team functioning (e.g., students served)?	1 2 3 4 5	

<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
<b>STRAND 3: Problem Solving Teams</b>		
<i>AREA 2: Problem Identification</i>		
1. Are problems operationally defined (i.e., observable and measurable?)	1 2 3 4 5	
2. When multiple problems are identified, does the team prioritize them?	1 2 3 4 5	
3. Are replacement behaviors identified during the problem identification stage?	1 2 3 4 5	
4. Does a team member review records, conduct an interview(s), conduct observations, and/or conduct assessment to determine the presence of discrepancies between expectations and what is occurring?	1 2 3 4 5	
5. Does the team use a general education database to identify and define problems?	1 2 3 4 5	
6. Are the data collected during the problem identification stage displayed in a graphic or summary format?	1 2 3 4 5	
7. Are there procedures for addressing the needs of severe problems in a timely manner?	1 2 3 4 5	
<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
<b>STRAND 3: Problem Solving Teams</b>		
<i>AREA 3: Problem Analysis</i>		
1. Does the team have a systematic approach to analyzing problems?	1 2 3 4 5	
2. Does the team use survey-level assessment to analyze academic problems?	1 2 3 4 5	
3. Does the team use functional behavioral assessment techniques to analyze behavior problems?	1 2 3 4 5	
4. Does the team assess whether the identified problem is a skill-based or a performance based problem?	1 2 3 4 5	
5. Does the team develop hypotheses for why a problem is occurring?	1 2 3 4 5	
6. Are the hypotheses focused on relevant and alterable variables?	1 2 3 4 5	
7. Are hypotheses specific, observable, measurable, and testable?	1 2 3 4 5	

<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
8. Do the hypotheses generated during problem analysis consider all potential factors that influence behavior/academics (e.g., child, curriculum/instructional, peer, teachers, school, and community factors).	1 2 3 4 5	
9. Are problem analysis data useful in designing and implementing interventions?	1 2 3 4 5	
10. Does the team obtain baseline data before a plan is developed?	1 2 3 4 5	
11. Is there a system for communicating problem analysis results to parents and teachers?	1 2 3 4 5	
12. Is there a commitment to collecting problem analysis data within 10 days of an initial referral?	1 2 3 4 5	
<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
<b>STRAND 3: Problem Solving Teams</b>		
<i>AREA 4: Plan Development</i>		
1. Is the intervention plan supported by research?	1 2 3 4 5	
2. Is the plan a result of the problem identification and analysis processes (i.e., Is the intervention linked to the assessment)?	1 2 3 4 5	
3. Is the intervention plan realistic to implement?	1 2 3 4 5	
4. Is the plan focused on factors that are alterable (i.e., instructional, curriculum)?	1 2 3 4 5	
5. Does the team identify the goal of an intervention plan in observable terms?	1 2 3 4 5	
6. Does the team identify the goal of an intervention plan (who, what, where, when) and is it provided to all team members?	1 2 3 4 5	
7. Does the intervention plan have pre-determined criteria to evaluate its efficacy and rules for making decisions?	1 2 3 4 5	
8. Are the criteria for effectiveness attainable and realistic?	1 2 3 4 5	
9. Is there a system in place to collect frequent on-going data to determine if the plan is working?	1 2 3 4 5	

<b>Expectation</b>		<b>Evidence/Comments</b>
10. Can data collected to evaluate the plan be displayed in a graphic format?	1 2 3 4 5	
<b>11. Is there a commitment to continue an intervention, as prescribed in the plan, until a team decision is made to discontinue it?</b>	1 2 3 4 5	
12. Are parents involved in the development of an intervention plan, when applicable?	1 2 3 4 5	
13. Is the student involved in the development of an intervention plan, when applicable?	1 2 3 4 5	
14. Is there a system in place to communicate the on-going results of the intervention plan with teachers and parents?	1 2 3 4 5	
<b>Expectation</b>	<b>Rating</b>	<b>Evidence/Comments</b>
<b>STRAND 3: Problem Solving Teams</b>		
<i>AREA 5: Plan Implementation</i>		
1. Does a member of the team commit to evaluating whether the whether the intervention is being implemented as planned?	1 2 3 4 5	
2. Is there a procedure for providing the teacher with support if the plan is not being implemented as described?	1 2 3 4 5	
3. Is student progress towards the identified goal being evaluated on a regular basis, as described?	1 2 3 4 5	
4. Are the data being displayed in a graph for decision-making purposes?	1 2 3 4 5	
5. Is the student progress communicated with teachers and parents?	1 2 3 4 5	
6. Is there sufficient support provided to implement intervention plans?	1 2 3 4 5	
7. Are parents involved in implementing intervention plans?	1 2 3 4 5	

Expectation	Rating	Evidence/Comments
<b>STRAND 3: Problem Solving Teams</b> <i>AREA 6: Plan Evaluation</i>		
1. Does the team follow decision-making rule when evaluating plans?	1 2 3 4 5	
2. Are the baseline and progress monitoring data displayed in a graph for the purpose of evaluating the plan effectiveness?	1 2 3 4 5	
3. Is there an agreed upon timeline for plan evaluation?	1 2 3 4 5	
4. When a plan has not been successful, does the recycle through the problem solving process?	1 2 3 4 5	
5. When a plan is effective, are decisions made about fading the intervention?	1 2 3 4 5	
<b>6. Are there criteria for determining when a child's needs exceed the resources of the problem-solving team and special education eligibility is considered?</b>	1 2 3 4 5	